

Action Item

Educational Policy and Programs Committee

Report on Part-Time Faculty Compensation in California Community Colleges

This item responds to recent legislation, Assembly Bill 420 (Chapter 738, Statutes of 1999) which, among other things, requires the California Post-Secondary Education Commission to conduct a comprehensive study of the California Community College system's part-time faculty employment, salary, and compensation patterns as compared to those of full-time community college faculty with similar education credentials and work experience. The legislation also requires that the study identify and address specific policy and fiscal options available to the Governor and Legislature regarding the issue of pay equity.

This item was presented for information at the Commission's February meeting. It is presented here for action. Upon approval by the full Commission, the report will be transmitted to the Legislature and the Governor.

Recommended action: Committee approval and Commission adoption of the report for appropriate action and transmittal.

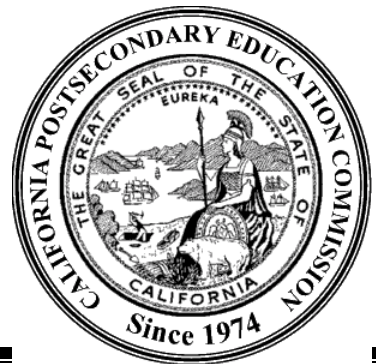
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April 3, 2001, Draft

Report on Part-Time Faculty Compensation in California Community Colleges

*A Report to the Governor and Legislature
in Response to Assembly Bill 420*

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
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1 Introduction

ASSEMBLY BILL 420 (Chapter 738, Statutes of 1999) directed the California Postsecondary Education Commission to conduct a comprehensive study of the California Community College system's part-time faculty employment, salary, and compensation patterns as compared to those of full-time community college faculty with similar education credentials and work experience.

Among other things, the legislation specifically directed that the Commission review a representative sample of urban, rural and suburban communities within California and refer to similarly situated community colleges in other states. The legislation also stipulated that the study identify and address specific policy and fiscal options available to the Governor and Legislature regarding the issue of pay equity. The accompanying consultant report (see Appendix A) contains the detail of the activity undertaken to conduct this study, as well as providing a review and analysis of the data gathered. The consultant report also contains the complete text of the bill.

In response to the requirements of the bill, the Commission convened an advisory committee comprised of various representatives of the education community. The committee included representation from the California Community Colleges and community college faculty groups, as well as other interested parties.

Additionally, the Commission employed MGT of America, Inc., a national multi-disciplinary management research and consulting firm with a regional office in California. The consulting firm worked with Commission staff throughout the progress of the study and was primarily responsible for reviewing and analyzing the data gathered as well as the preparation of the accompanying report. The Commission's recommendations and discussion of the issues surrounding compensation of part-time faculty are based upon the analysis and findings submitted by the consulting firm as well as research activity undertaken by Commission staff.

Process Commission staff worked closely with the consulting firm and the Advisory Committee in order to respond to the legislative directive. The project was directed by individuals in the consulting firm's local office, drawing upon the expertise and experience of individuals in MGT's regional offices as well. Throughout the study, the advisory committee provided feedback on related issues, contributed to the development and refinement of survey questions, and as appropriate, provided assistance based upon individual expertise or knowledge.

Commission staff participated throughout the study, contributing to the development of the research questions, refining surveys and data collection tools, developing a web-based survey, field testing survey instruments, defining the scope of the study, coordinating survey distribution and collection, conducting a literature review, and gathering data from comparable states. Additionally, Commission staff conducted several interviews and focused discussions with other stakeholders and interested parties, including legislative staff, legislators, community college leaders at campus and district levels, and other State-agency staff.

Background Based upon data from the National Center for Education Statistics, in 1999 there were approximately 18,000 full-time faculty and 31,000 part-time faculty members employed by the California Community Colleges. For this study, about 13,500 surveys were distributed to all full-time and part-time faculty at a sample of 22 community college districts. The sample was selected using a cluster methodology, allowing for the grouping of community college districts based upon the identification of unique factors related to labor-market characteristics. The consultant report provides a complete description of the cluster sampling methodology utilized in this study (see Appendix A).

Roughly 3,000 valid responses to the survey were received. The overall response rate was 22 percent with 25 percent of full-time faculty responding and 20 percent of part-time faculty responding. The breakdown of responses by district is detailed in Display 1 - *Survey of California Community Colleges – Response Rates by District*.

Specific sources of data used for the report included a literature review, bargaining contracts and salary schedules, National Center for Education Statistics data, Integrated Postsecondary Education Data System information, California Community College Chancellor's Office data and reports, previous Commission reports, national reports and other relevant documents. Original sources of data included a faculty survey and an administrator survey. This study was limited to an examination of teaching faculty who teach credit courses within the California Community Colleges.

*DISPLAY 1 - Survey of California Community College Faculty
Response Rates by District*

| District | -- Response Rates -- | | |
|-----------------------|----------------------|---------------|---------------|
| | Total | PT | FT |
| Allan Hancock | 29.89% | 30.58% | 25.16% |
| Coast (Golden West) | 34.52% | 33.22% | 34.43% |
| Desert | 31.32% | 53.60% | 19.22% |
| Feather River | 25.20% | 13.00% | 62.96% |
| Fremont-Newark | 15.78% | 15.42% | 16.15% |
| Glendale | 21.90% | 22.45% | 20.36% |
| Kern (Bakersfield) | 29.30% | 29.27% | 28.49% |
| Long Beach | 22.81% | 19.82% | 28.66% |
| Los Angeles (LA City) | 9.31% | 7.51% | 12.68% |
| Los Rios (Sac City) | 14.48% | 10.34% | 21.81% |
| Mendocino-Lake | 38.25% | 32.12% | 53.85% |
| Merced | 31.75% | 26.12% | 44.52% |
| Monterey Peninsula | 14.14% | 12.63% | 17.17% |
| Napa | 20.21% | 21.64% | 18.18% |
| Riverside | 16.88% | 12.02% | 32.01% |
| San Mateo (Canada) | 4.67% | 3.85% | 6.00% |
| Santa Barbara | 22.13% | 22.03% | 20.60% |
| Santa Monica | 19.39% | 15.06% | 30.37% |
| Shasta | 45.23% | 48.28% | 38.67% |
| Sonoma | 19.35% | 15.89% | 29.11% |
| West Kern | 40.74% | 40.82% | 40.63% |
| Yuba | 24.94% | 23.33% | 27.82% |
| Totals | 21.43% | 19.43% | 24.74% |
| District | Total | PT | FT |
| -- Response Rates -- | | | |

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Summary of Findings

Salary and compensation patterns

- ◆ Part-time salaries varied among the 22 community college districts sampled from a low of \$29 to a high of \$68 per credit hour, with most falling between \$35 and \$45 per credit hour.
- ◆ After converting part-time salaries to an adjusted FTE annual salary, part-time instructors earn less than full-time instructors, on average 50-60 percent of what a full-time instructor with comparable experience and educational background earns. According to survey data, in districts with the smallest difference, part-time instructors earn approximately 67 percent to 73 percent of the median full-time adjusted salary. Part-time instructors in other districts earn 35 percent to 45 percent of this salary level.
- ◆ Districts located near or in large cities or metropolitan areas pay part-time instructors more than other districts, and have less difference between part-time and full-time salary levels.
- ◆ Generally districts with above-average salaries for part-time instructors have salary schedule structures which provide compensation for office hours and offer a wider range of steps and columns.
- ◆ While most full-time instructors receive a full complement of benefits from their community college districts, 41 percent of part-time faculty reported that they did not receive any type of benefits from their district. Approximately 17 percent of part-time instructors receive health benefits from their community college employer, while 58 percent reported receiving benefits from an alternative source.
- ◆ Community college districts in other states show similar salary compensation differences between full-time and part-time faculty as that observed in California.

Employment patterns

- ◆ The use of part-time instructors differs by discipline with approximately 58 percent of part-time instructors teaching in humanities, social sciences, and business/technical courses.
- ◆ Approximately 25 percent of part-time instructors reported that they received retirement income (as compared to 10 percent of full-time instructors).
- ◆ Approximately 75 percent of part-time instructors reported additional employment, with 27 percent reporting additional full-time employment.

- ◆ From 16 to 18 percent of the part-time instructors teach at more than one community college district.
- ◆ Most instructors that taught at multiple districts taught at only two districts.
- ◆ Approximately 6 percent of part-time instructors taught nine or more credit hours/units between multiple districts (nine units is equal to 60 percent of a 15-credit unit load, the threshold for full time employment).
- ◆ One-third of part-time instructors reported applying for a full-time position. Those working at multiple districts reported applying for full-time positions with the same frequency as other part-time instructors.
- ◆ Half of part-time instructors reported interest in accepting a full-time position. The rate of reported interest by multi-district part-time instructors is also around one half.

**Comparison
of populations**

- ◆ Full-time and part-time instructors are demographically similar when compared on the basis of average age, gender, and race.
 - ◆ Part-time and full-time instructors bring different levels of experience and education to their positions. Approximately 94 percent of full-time instructors reported having a Masters or doctoral degree whereas 79 percent of part-time instructors had similar credentials. Full-time instructors had 19 years of teaching experience compared to 12 years for part-time instructors.
 - ◆ Full-time instructors reported spending 81 percent of their time on teaching-related activities, defined to include instructing classes, preparing for classes, grading, and holding office hours.
 - ◆ Part-time instructors reported spending a greater portion of their time on teaching related activities than did full-time instructors.
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Context for the Commission's Recommendations

Commission principles

The Commission is committed to an educational environment that exemplifies equality and educational opportunity, as well as a focus on student and institutional achievement and accountability. It is based upon these principles that it examines the issues surrounding the question of part-time faculty compensation and by which it is ultimately guided in the development of policy options.

Community colleges are charged with the mission to admit anyone over 18 years of age who is capable of profiting from the instruction offered. Meeting its broadly stated mission requires that the community colleges maintain affordability, while advancing quality instruction for students and adapting course offerings to reflect the changing needs and desires of their local communities.

Although the AB 420 study did not specifically assess measures of quality, it is essential to acknowledge that the educational experience of students is impacted by both access to a quality education and affordability. Therefore, it is important to consider both fiscal and programmatic impacts of any policy decision and the effect on student access.

Shared governance

In its past report, *Toward a Unified State System: A Report and Recommendations on the Governance of the CA Community Colleges, 1998*, the Commission noted its concerns with the governance structure of the California Community Colleges. This structure inhibits the ability of the community colleges to function in optimal fashion or operate as a unified State system. Similar concerns and questions were raised in a report issued by the Little Hoover Commission, *Open Doors and Open Minds: Improving Access and Quality in California's Community Colleges*, March 2000.

The Board of Governors is provided with powers of oversight and general supervision with the caveat that as much local authority and control as possible be maintained. The pattern of "shared governance," codified by Assembly Bill 1725 results in most campus decisions (academic, fiscal and administrative) being reached through the extensive participation of faculty and other constituent groups. The Postsecondary Education Commission has articulated its view that there is a need to better balance responsibility, authority and accountability assigned to the Board of Governors, the California Community Colleges Chancellor's Office, and local boards commensurate with the role assigned to each. It is these same

concerns which contribute to the difficulty in resolving the question of compensation for part-time faculty.

The capacity of the California Community Colleges, individually and collectively, to meet a variety of challenges, including the issue of part-time faculty compensation, requires the ability to have a system wide or state-wide perspective that is balanced with local needs. The Commission envisions a form of governance that places greater emphasis on the components of partnerships, cooperation, and effective articulation of state, regional and local interests.

Greater freedom from prescriptive statutory mandates and the flexibility to pursue policy priorities through varied means is required by both the Board of Governors and the local trustees in providing appropriate guidance, support and accountability of the community colleges' operations. Legislative action, particularly when applied to the details of the operation of the community college system of education, can work against the development of strong and effective boards and institutions and undermine the functioning of the shared governance process.

In 1961, the Legislature enacted the 50-percent law (Section 84362 of the Education Code) which mandates that in each fiscal year, community college districts must spend 50 percent of their current educational expenses on salaries for classroom instructors. The intent of the Legislature was to reduce class size and increase the effectiveness of classroom instruction.

From 1976-1986, over 1,750 provisions concerning community colleges were added, amended, or repealed in the Education Code. These changes included the enactment of the Educational Employment Relations Act in 1977 which established collective bargaining rights for instructors for issues such as wages, hours, and terms and conditions of employment. Education Code section 87482 established the threshold for full-time employment by defining part-time instruction as 60 percent or less of a full-time load within a community college district.

In 1988, the Legislature enacted AB 1725 which, among other things, establishes the goal that at least 75 percent of the hours of credit instruction in the community colleges should be taught by full-time instructors. Program improvement revenues were granted as a means of encouraging the hiring of full-time instructors. While the intention of the Legislature has been to bring about specific actions at the district level, the effectiveness of these efforts in making progress toward the goals of the Legislature is uncertain.

**Market
discussions**

As identified in the accompanying consultant report, there are polarized views of the part-time faculty compensation question. One perspective argues that the market determines equity; another maintaining that equity is not achieved until there is comparable pay for comparable work. Much

of the literature surrounding the topic further identifies market conditions as being a crucial element in varying increases or decreases in salary.

In this study, the observation that the relative difference in the salary of part-time and full-time faculty is consistent in comparable states suggests that the mechanism at work may be market forces. The study also found that the differences in part-time compensation throughout California were explained by a single factor: the geographic location of the community college district, another potential indication of the impact of competitive labor markets.

Literature on this subject recognizes the impact which market forces play in determining part-time faculty salary, but is less clear that these forces alone can lead to appropriate compensation levels. A key factor in the staffing of community colleges lies in the short-term and part-time nature of the majority of the students within a community college system (Leslie, Kellams, and Gunne, 1982). The efficient achievement of appropriate community college faculty staffing therefore requires flexibility in hiring in order to meet the changing needs of students. At the same time, the conflicting, multiple, and ambiguous organizational goals of faculty and the institution, as well as the diffuse nature of decision-making authority, both unique to academic organizations, lead economists and organizational analysts alike to a litany of doubts that appropriate levels of compensation in higher education can be determined from the perspective of either equity theory or labor-market theory. (Hearn, 1999).

While further study is required to ascertain whether there is a cause and effect between market determination of salary and its impact on student learning, the Commission is compelled to note a potential concern: If the duties for which part-time faculty are compensated do not include or allow for student access to faculty, the quality of the learning experience could be compromised. The Commission recognizes that there is a need to achieve a balance between the market forces which may explain current salary levels, and the expectation that students be provided with a consistent educational experience regardless of the instructor's employment classification status.

**Student access/
affordability**

The community colleges are the major point of affordable entry to post-secondary education for California residents. As previously noted, the affordability of the community college system is key to ensuring its ability to meet its stated mission to admit anyone over 18 years of age who is capable of profiting from the instruction offered. Particular challenges to the maintenance of affordability include the variation throughout the state in compensation and operational costs, as well as continually changing enrollment demands.

Part-time faculty clearly play a role in ensuring the community college districts the unique flexibility to swiftly adapt to provide course offerings which accurately reflect the needs and desires of students. As a lower

cost staffing alternative, part-time faculty may also have played a role in ensuring the affordability of community college districts. Policy options for addressing the issues surrounding part-time faculty compensation must preserve the flexibility of local college governing bodies and administrators to efficiently manage resources to meet changing local needs.

Accountability Ultimately, the Board of Governors and the Chancellor rely upon local districts and colleges to translate policy priorities into structures, mechanisms, and practices to achieve desired statewide goals. Successful implementation of policy requires clarity in the goals and appropriate delegation of authority for devising and implementing effective strategies to achieve goals. System-wide direction and support is essential, although local boards must be held accountable for devising strategies and documenting effectiveness in achieving statewide goals.

The management of available resources needs to be accomplished in a manner that is consistent with state policy priorities yet tailored to meet local and regional constituent needs. Local governing boards should reflect in policy and practice not only local interests but also statewide needs. At the same time, they have an obligation to be responsive to local needs that may or may not be aligned with statewide policy priorities.

Targeted vs. comprehensive approach Addressing disparity for one group of part-time faculty does not resolve the overall questions and concerns regarding part-time faculty compensation. However a comprehensive approach requires significant expense and does not target responses to appropriately respond to the varying needs of part-time faculty.

Study findings and literature indicate that not all part-time faculty are the same. Portions of the population report they have additional full-time employment or receive supplemental retirement income. Motivations for working differ among part-time faculty as does their interest in securing full-time employment. The needs of all part-time faculty are not the same with regard to intrinsic and extrinsic motivations.

Prioritization of potential responses should be based upon an assessment of several factors. Whether the response is targeted or comprehensive, there should be an element of accountability, and progress in achieving goals should be measurable. Aside from the direct dollars allocated to a proposal, there should be an assessment of any associated infrastructure costs necessary for implementation. An effective proposal will complement the goals of the institution for providing affordable access to higher education and preserve those characteristics of part-time faculty which have made them necessary in order for districts to respond to changing local needs.

Ultimately, there must be an assessment of the overall impact to students. Access to faculty must be preserved and there should be recognition of

any unintended incentive for the increased use of part-time faculty in a situation where a full-time instructor may have been hired.

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The Commission's Recommendations on Part-Time Faculty Compensation

Policy alternatives

The California Postsecondary Education Commission recognizes, at its most fundamental level, that state policy makers will need to decide the appropriate role of the State in addressing the differences in compensation, while the existing governance structure provides that these matters are negotiated and entered into locally.

If the response is to provide financial support, what expectations are there for a role for the Board of Governors, the State and for local governing boards? Does the intervention of the State then circumvent local collective bargaining agreements? If the State chooses to provide funding it should be accompanied by structures and mechanisms which ensure ongoing accountability by local districts and faculty groups. If the response is not to intervene in the existing decision-making processes, what changes, if any, should be considered by policy makers including governance related issues, financial support for community colleges, compensation and related matters? The Commission believes that once the policy is determined, it can offer an action plan intended to focus on the desired policy goals.

The following recommendations provide alternatives through which more comparable salaries could be achieved and highlight areas of concern which emerged in conducting the study.

Policy recommendations

1. The Commission recommends that statewide policy be articulated regarding the minimum/core functions which faculty within the California Community Colleges are expected to provide. Once established, the State may choose to become involved in the support of core function activities, while overall salary decisions are left to the determination of local districts and allowed to reflect responsiveness to local market forces, collective bargaining negotiations, or other priorities/concerns identified by local districts.

The study findings indicate that there is no consistent definition of those core services which should be available to students through their course instructors, regardless of their employment status. While this lack of definition contributes to the inconsistent practices regarding compensation across the state, it more importantly allows the potential for student needs to be compromised.

For instance, the Commission recommends that faculty, whether full-time or part-time, should be accessible to students outside of class time through office hours. While the study did not assess whether the provision of office hours impacts the quality of instruction, the Commission believes that the statewide policy should recognize that faculty accessibility is a critical component for student learning. The success of such a proposal is reliant upon local districts being charged with the responsibility of implementing a statewide policy for the system, while being held accountable to the Board of Governors for documenting their progress in this regard.

2. The Commission recommends that local community college districts be encouraged to develop salary schedules for part-time faculty members which have structures more comparable to that of full-time faculty. In addition, there should be further exploration of those districts where the difference between full-time and part-time faculty salaries is smallest to identify successful strategies employed which might feasibly be extrapolated to other districts.

As noted in the accompanying consultant report, while the structures of salary schedules do not cause differences, they can compound salary differences. Commitment of any new resources can only be effective if it is accompanied by structures and mechanisms which maintain any progress made in achieving more comparable pay between full-time and part-time faculty. Closer review of specific districts can provide information on alternate forms of compensation, local bargaining structures, the allocation of limited resources, or other factors and strategies which may contribute to their progress toward parity.

3. The Commission recommends local community college districts examine the current distribution of compensation resources among part-time and full-time faculty within their district, particularly in those districts where the difference between full-time and part-time faculty salaries is greatest.

Adherence to historical patterns of resource distribution may be further contributing to the significant differences identified between full-time and part-time faculty salaries. One example of such a pattern is the differential cost-of-living adjustments (COLAs) which are provided to full-time and part-time instructors. A more uniform provision of COLAs would help to maintain comparability between full-time and part-time salaries.

Similarly, in some districts, compensation for activities such as overload instruction may be impacting the pool of resources available to increase overall part-time faculty compensation. Determination of the distribution of compensation resources is impacted by local bargaining activity. Implementation of any changes resulting from such a review would therefore require the participation and cooperation of faculty groups as well.

4. The Commission recommends further exploration of how community college districts could provide benefits as a component of compensation.

While the study results indicate that benefits are a lower priority than salary, the finding should not be interpreted to imply that benefits hold no value for part-time faculty. A sizable population of part-time community college faculty do not have access to benefits. For some districts, their volume and actuarial experience may allow for a benefits package which has greater value than the actual cost to provide the benefits.

It is important to recognize that benefits are another component of compensation and, while survey results indicate that salary is viewed as more important than benefits, access to benefits may still provide added value in the compensation package. Further examination of how benefits are delivered at the campus level and what factors influence whether or not benefits are desired or offered should be conducted.

5. The Commission recommends an ongoing comprehensive, centralized, and independent data gathering effort to provide policymakers with information on both part-time and full-time faculty.

The study commissioned in AB 420 was required to draw comparisons between the compensation of full-time and part-time community college faculty. The Postsecondary Education Commission's pursuit of original data collection was necessitated by the lack of data from any source to provide information necessary for making informed policy decisions.

However, an examination of part-time faculty trends and patterns in California Community Colleges is only one element of broader policy questions which impact overall faculty issues. As the increased enrollment demand projected by this Commission is realized, part-time faculty are critically intertwined in the broader issues of - the supply and demand of overall faculty by discipline and system, recruitment, replenishment and retention strategies, diversity, compensation, incentives, retraining, and quality. A comprehensive, centralized, and independent longitudinal data gathering and analysis effort is essential to inform ongoing policy discussions and to document the effectiveness of any strategies employed for achieving identified goals not only for the community colleges, but for all public higher education institutions.

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Future Areas of Study/Conclusion

WHILE THE FOCUS of AB 420 was a comparison of the employment, salary and compensation patterns of community college part-time and full-time faculty, several related areas of interest emerged throughout the course of the study. Many of the questions surrounding the use of part-time faculty fell outside the scope of this study. While by no means an exhaustive list, the following areas of future study can provide decision makers with important information for the formation of policy directives regarding the use of part-time faculty.

Areas of future study

Quality Issues: An assessment of the impact of part-time faculty instruction on educational quality was beyond the scope of this study. While literature discusses the variety of advantages and disadvantages surrounding both full-time and part-time faculty as instructors, additional study would be necessary to identify and evaluate factors which directly impact educational quality.

Staff Development: In addition to benefiting students, identification of skills and training which result in effective teaching methods can result in improved job satisfaction, and retention for both full-time and part-time faculty. Closer examination is necessary to identify training and instruction methods which achieve identified goals and student outcomes, such as increased transfer rates and academic preparedness.

Full-time/Part-time Faculty Ratio: Prior legislation has established 75:25 as a model ratio of full-time to part-time faculty and has provided funds to encourage movement toward that goal. Literature and researchers both identify that an appropriate ratio is affected by a variety of factors. The goals of an institution or program can vary among and within districts. In certain cases, the needs of the community college district and students may be best served by part-time faculty with specific expertise or experience not achieved within a full-time classroom setting. Further examination is necessary in order to discuss and identify factors which may impact the ratio of full-time to part-time faculty.

Working conditions: In the process of the surveys and literature review, we received commentary and information on other elements which impacted the experience of part-time instructors and could affect their ability to effectively instruct students. These included the provision of office space, clerical and administrative support, access to computing services, evaluative processes, and a variety of other working conditions. Both the administrator and faculty surveys indicated that there is inconsistent availability of these support services for part-time faculty. Additional study would be necessary to accurately identify any challenges districts

might face in providing these support services and the eventual impact the availability of these services may have on quality instruction for students.

Non-Credit Instructors: The scope of this study was limited to community college credit instructors. Part-time faculty generally provide non-credit instruction in remedial and/or vocational courses and there are often separate compensation structures for credit and non-credit instructors. Aside from compensation, the issues and goals surrounding non-credit instruction may differ significantly from those for credit instructors. Additional study is needed to ascertain any differences in compensation and related issues.

Non-teaching Faculty: Faculty includes staff that are instructors, librarians, counselors and administrators. This study focused exclusively on teaching faculty. The issues faced by teaching faculty, however, are shared in some part by other non-teaching or instructional groups as well. An assessment of duties and tasks, compensation and work conditions for these faculty is necessary before any discussions of comparability of their work can be conducted.

Crossover: While some community college full-time faculty members surveyed reported they had previously been part-time faculty, we had little information to assess the level of crossover between part-timers and full-timers. At the same time, both this study and national research indicate that approximately half of part-time instructors have an interest in full-time employment. Closer examination of district policy and practices could identify the extent to which part-time instruction is a pathway to full-time employment and enlighten policy makers as to whether granting rights of employment complements other goals of the California Community Colleges regarding faculty employment.

Case Studies: This study provided information on system-wide patterns of compensation for part-time faculty based upon a review of 22 sample districts. The study revealed that there is great variability in compensation practices throughout the state, some of which may be related to regional differences as well. A more focused review of districts at both ends of the compensation spectrum can highlight some of the unique challenges faced, and strategies evolved, in determining community college part-time faculty compensation levels.

Staffing Needs by Discipline: The study indicated that the use of part-time faculty differed by discipline. We also received information that the difficulty in recruitment of qualified faculty varies by discipline. Currently, community college faculty are compensated without regard to the discipline they teach. Further study is necessary to determine whether the supply of both full-time and part-time faculty across disciplines is sufficient to meet student demand and to determine whether variation of compensation by discipline can impact the supply of faculty in particular disciplines.

Conclusion During the 1999-2000 academic year, the California Community Colleges served approximately 1.5 million students, representing 72 percent of the total number of students in California's public system of higher education. The Postsecondary Education Commission projects enrollment to increase by 714,000 additional students, over and above the fall 1998 enrollment, by the year 2010. The bulk of these students will be served by the California Community Colleges. Part-time faculty are likely to play an increasingly important role as California attempts to meet the upcoming challenge of supplying the number and quality of instructors necessary to meet these students' needs.

The findings of this study confirm that the compensation of part-time faculty is less than that provided to community college full-time faculty for the same instructional activity, and that the difference is not the result of lower education levels or experience. Policy makers can choose to let the existing situation continue, recognizing that it results in districts maintaining a viable labor pool from which to meet their staffing needs. However, this study also provides new information on compensation patterns, employment patterns, and demographic data, providing a framework from which to consider a range of policy options. Inherent in any discussion of policy surrounding part-time faculty must be consideration of the means by which we continue to affordably provide a consistent quality of experience for California's students.
